



Promoting Primary School Teachers' Competence through Dynamic Interactive Workshop and Partnership



Ida Bagus Nyoman Mantra ^a

Article history:

Received: 5 November 2016

Revised: 18 December 2016

Approved: 20 December 2016

Published: 5 January 2017

Keywords:

Teachers;

Learning;

Workshop;

Partnership;

Competence;

Development;

Abstract

Competent primary school teachers in planning, implementation and assessment are the most critical factor in improving primary school students' learning achievement. The most significant dominant influence on students' learning progress is the quality of teaching, yet most primary schools teachers could not really conduct good teaching practices and find difficulty in encountering the teaching problems effectively. This is due to the fact that many primary school teachers have lack opportunities to have professional development programs to enhance their competence prior to carrying out their main duty in the real classroom setting. High competence teachers are extremely important the nowadays education system to attain the core objectives of education in each educational institution. This study aims at improving the primary school teachers' professional competence in designing appropriate teaching preparation, selecting and using the right teaching method and conducting more authentic and productive assessment. Dynamic integrative workshop and partnerships were carried out to ensure the improvement of the teachers' teaching competence could be achieved in two cyclic workshops. The result of the analysis of the data indicates that the Dynamic interactive workshop is highly effective strategy in improving the primary school teachers' teaching competence. This study suggests that primary school teachers' competence should be continually developed in order that they all are sufficiently equipped with teaching competence to teach the students to face rapid changes of globalization era and social life development.

2455-8028 ©Copyright 2017. The Author.

This is an open-access article under the CC BY-SA license

(<https://creativecommons.org/licenses/by-sa/4.0/>)

All rights reserved.

Author correspondence:

Ida Bagus Nyoman Mantra,

Faculty of Teacher Training and Education Mahasaraswati University, Denpasar, Bali

Email address: bagusmantra@hotmail.com

^a Faculty of Teacher Training and Education Mahasaraswati University, Denpasar, Bali

1. Introduction

Education absolutely plays an important role for development and enlightenment of our life. We will not be able to face challenges that have spiced up our modern life without having a good education. Consequently, there have been variety of changes to the demands and needs of the people to answer the current issues of globalization. In addition, the development of science, technology and information, arts, culture are very influential in which everything has to move rapidly including the advancement in the world of education ranging from the quality of education both the quality of teachers, students, new curriculum and modern infrastructure, high quality human resources.

The intention to improve the quality of education made the government has to devote a serious attention the quality of teachers. This is because teachers are the most crucial factors in improving the students' learning progress (Hanushek & Woessmann, 2010). Moreover, other components of education such as learning facilities, school curriculum, school management and government policy are also considered to be important factors (Florian, & Linklater, 2010). However, above all the quality of teachers certainly becomes priorities of improvement because teacher is the most vital component of education (Male, 2011). In this case teachers should be sufficiently equipped with four competence, namely pedagogic competence, personal competence, professional competence and social competence.

The government has done various efforts to advance the quality of education in Indonesia (Suparno, 2008). Some efforts that have been carried out are changes in the curriculum on a regular basis, with the intention that the contents of the curriculum is line with the development of technology and science as well as the needs of the rapid development of the community and integrating local knowledge matters into the school curriculum (Sanjaya, 2006). In addition, many upgrading and intensive training are conducted by the government including educating some teachers through teachers exchange program abroad.

Many studies have been conducted in regard to teachers' quality and teachers' competence in teaching to develop the students' learning. Most of the studies suggested that the teachers' quality should continually be developed to attain higher education standard. Defining teacher quality is a question that resurfaces again in the literature on teacher preparation and the ability to do action in the classroom (Carroll, Forlin, & Jobling, 2003). Teachers should have high comprehension on subject matters and content knowledge to develop the students' achievement (Kaplan & Owings, 2001). In educational practices, teachers should be both pedagogically and socially competence to carry their daily duties as professional personnel (Conole, 2013).

Most educators perceive that quality teachers possess content knowledge and have studied instructional ideas and practices that have increased students' achievement, however people in general perceive that teachers just need strong content knowledge of subject matters. Kaplan and Owings (2001) found that teachers who comprehend and implement good pedagogical practices can certainly improve the students' achievements and teachers who had strong content knowledge of subject matters and poor pedagogical teaching techniques made different impacts on the students' achievement and more likely to have some degree of negative influences to the students' learning.

Nowadays many teachers blame the government for lack attention on the facilities, education funding, teacher training, poor quality of text book etc. This condition becomes attention many educationists to shift condition into productive and professional learning atmosphere. Therefore, intensive and dynamic workshop on the improvement of learning is definitely necessary to be carried out to the primary school teachers. In addition to the implementation of dynamic workshop, partnership with the teachers in solving all matters related to teaching is also provided in order all the teachers worries and uncertainty are tackled out without any hesitation.

The dynamic workshop and partnership are considered to be important to be carried out because teachers are educational factors that have the most strategic role in the learning process. Moreover, teachers are magnificent figures and glorified many people and the presence of teachers in the midst of human life is very important because a teacher can make someone grow and develop (Edwards, Carr, & Siegel, 2006). In addition to the importance of teachers to brighten our future life, teachers are the first person to educate the man, the person who give knowledge, experience, and instill values, culture, and religion for the students. Therefore, the teachers' education process plays an important role in enhancing the teachers' professionalism (Hanushek, & Woessmann, 2010). It is behind the success of the students in learning, teachers are the source of inspiration and motivation.

Based on the facts above, the present study was conducted which mainly intended to improve the primary school teachers' teaching competence. Dynamic integrative workshop was implemented to primary school teachers in an effort to maximize their competence various essential component of teaching. This type of training workshop is a type of active and interactive training where participants carry out variety of training activities

rather than passively listen to a lecture or presentation. A workshop is done inclusively and intensively to ensure the teachers' competence improved significantly.

Literature Review

Competence is a set of intellectual responsibly act to possess someone as a condition to be considered to be competent of performing tasks in certain thing. The nature of intelligence must be shown as a skill, accuracy and success of the act (Owings, et al.2006). In a certain degree, it is right from the point of science, efficient, effective and has demand from the standpoint of technology; and viewed from the angle of ethics (Lasley, Siedentop & Yinger, 2006). Competence is a matter that indicates qualification or ability, both qualitatively and quantitatively. Meanwhile, according to Finch and Crunkilton, competence is mastery of a task, skills, attitudes, and appreciation necessary for the success (Finch and Crunkilton in Mulyasa, 2003). Competence is a set of capabilities mastery that mark the teacher in order to realize the appropriate performance as a teacher. To achieve the proper performance, it needs some competencies that must be owned by a teacher such as the pedagogical, professional competence, personal competence and social competence.

Suparno (2008) suggests that personal competencies include (1) Acting in accordance with religious norms, legal, social and national culture of Indonesia, (2) Present as a person who is honest, noble, and role models for students and the community, (3) present as a person who is stable, mature, wise and dignified, (4) shows the work ethic, high level of responsibility, a sense of pride to be a teacher and self-confidence, and (5) Upholding the code of ethics of potential teachers. In addition, Suparno (2008) advocate s that social competence is required by one's ability to succeed in dealing with others. In this social competence including skills in social interaction and fulfill its social responsibility.

Professional competence of teachers is a set of capabilities that must be possessed by a teacher so that he can carry out his teaching duties successfully. Suparno (2008) suggests that professional competence of teachers, namely: (1) able to master the material, structure, concept and mindset of scientific subjects, (2) able to master the standards of competence and basic competences, (3) able to develop instructional materials creatively, (4) able to develop professionalism in a sustainable manner, and (5) able to utilize the information and communication technology to communicate and develop themselves (Watkins, & Donnelly, 2013)

Fathurrohman and Sutikno (2007:8) states that learning is essentially a process of communication and transactional nature of lead forth between teacher and students and between students with each others to achieve the set objectives effectively and efficiently. In the process of learning a teacher who is a change agent (agent of change) occupies a key strategic position in creating an atmosphere conducive to learning, contextual, fun and challenging for active and creative participation of the students in order to reach the goal in an optimal, effective and efficient. As a change agent, a teacher has a dominant role and the determinant for the success of the learning process which in essence is a communication process. Several factors are often a barrier or obstacle to the process of communication, such as psychological barriers such as interest, aptitude, attitude, intelligence, knowledge, and motivation. A teacher as a strategic central figure should be able to select, sort, set a variety of strategies, accurate methods and learning techniques in order to be able to sustain and encourage the act of learning in active, creative, and efficient and productive manner (Sanjaya, 2006).

2. Research Methods

This study aimed at improving the ability of primary school teachers in teaching through Dynamic Interactive Workshop. It followed a classroom action research as the research design in this study. The study started by administrating the initial reflection or pre-test (IR) which was intended to evaluate the pre-existing teaching competence of the subjects while reflection or post- test (R) meant to reveal the expected increase in the subjects' teaching competence after the subjects have been taught Dynamic Interactive Workshop and partnership.

In this classroom action study, the activities of teaching and learning process were divided into two cycles where each cycle consisted of two sessions. Each session consisted of for interconnected activities, namely: planning (P), action (A), observation (O), and reflection (R).

3. Results and Analysis

Competence is the ability to behave, think and act consistently as an embodiment of knowledge, attitudes and skills possessed learners. On other words, competence is the performance capabilities (ability to do) that has been overshadowed by mastery, attitudes and skills. It means that the quality of the performance was determined by the quality of the acquisition of knowledge, attitudes and skills. The higher the quality knowledge, attitudes and

skills, the higher the quality of their performance will be. So a high positive correlation between the level of mastery of the knowledge, attitudes and skills with competency formed.

There were three kinds of instruments used to gather the data of present classroom action research, there were pre- test, post- test (in cycle I and cycle II) and questionnaire. The researcher made up the research into two cycles to establish significant improvement on the teachers' teaching competence through Dynamic Interactive Workshop. The pre-test was administered to the subjects under study to collect their pre-existing ability. In pre-test the subjects were asked to interview their classmate. Furthermore, Post-test was administered at the end of each cycle. This was due to the fact that each cycle was ended with the administration of reflection.

Initial reflection or pre-test was administered to the subjects under the study in order to obtain the students' pre-existing ability. The pre-test was conducted by asking the students to answer the questions orally in order to determine their ability. The tabulation of data showed that the mean score of the pre-test in this present classroom present study pointed out figure of the teachers 'ability was still low. The result of pre-test indicated that the students had some problems. The researcher then conducted cycle I to solve the problem. Based on the result of the pre-test, the researcher proposes alternative teaching strategy by using Dynamic Interactive Workshop.

The result of the score in the first cycle were collected through post test on session two, which was after the student received treatment how to improve their ability through Dynamic Interactive Workshop. In accordance with the success indicators as described for the purpose of this study that the action research cycle can be terminated if at least 80% of subjects have achieved minimum criterion achievement score, otherwise the cycle would be continued for the cyclic system.

The result of the score in the second cycle were collected through post test, which was after the subjects received treatment how to improve their ability through Dynamic Interactive Workshop. The material in this cycle was about more intensive teaching material. Based on these data analysis, the percentage of the teachers' mastery in the second cycle was equal to 84.50 %. In accordance with the success indicators that mentioned in section II that the action research cycle can be terminated if at least 80% of students have achieved minimum criterion score, then this action research would be ended on the second cycle.

To make this finding more significant, therefore the additional data required for the present class action study were collected through administering questionnaires to all the subjects at the end of cycle 2. The answers of the questionnaires were quantitatively scored using the rating scale 0-3. The scores gathered from administering questionnaires showed the subjects' changing attitude and motivation through Dynamic Interactive Workshop. The comparative percentages of the items of questionnaire showed the subjects' positive changing attitudes and motivation proved the implementation of Dynamic Interactive Workshop in improving primary school teacher' teaching competence.

4. Conclusion

At the end of all process of the final project of this study, some conclusions were described based on the results of the data analysis. The main data required for the present classroom action study were gathered through administering IR and reflection or post- test under study. Some supplementary data were collected by means of administering questionnaires by the end of cycle I based on the students' problems, because the subjects still have low teaching competence.

Based on the problems indicated above, the researcher made use of Dynamic Interactive Workshop to solve the problem in this study. It can be seen in the comparing average score of pre- test, cycle I and cycle II which was the average score of pre-test improved significantly. The questionnaire also became a successful record of the strategy. It was clearly seen that the subjects posted positive response toward the implementation of Dynamic Interactive Workshop. The application of Dynamic Interactive Workshop could certainly improve the subjects' achievement in teaching competence.

Acknowledgments

The success of this study was due to many contributors who had given valuable contributions to this study. This study could be accomplished successfully without thier contributions. Therefore, sincere gratitude goes to the head and the secretary of research center, Mahasaraswati University of Denpasar, all lecturers of Mahasaraswati University of Denpasar and other educational researchers.

References

- Carroll, A., Forlin, C., & Jobling, A. (2003). The impact of teacher training in special education on the attitudes of Australian preservice general educators towards people with disabilities. *Teacher Education Quarterly*, 30(3), 65-79.
- Conole, G. (2012). Open educational resources. In *Designing for Learning in an Open World* (pp. 225-243). Springer, New York, NY.
- Edwards, C. J., Carr, S., & Siegel, W. (2006). Influences of Experiences and Training on Effective Teaching Practices to Meet the Needs of Diverse Learners in Schools. *Education*, 126(3).
- Fathurrohman, P., & Sutikno, S. (2007). Strategi belajar mengajar. *Bandung: Refika Aditama*.
- Florian, L., & Linklater, H. (2010). Preparing teachers for inclusive education: using inclusive pedagogy to enhance teaching and learning for all. *Cambridge Journal of Education*, 40(4), 369-386.
- Hall, T. E., Meyer, A., & Rose, D. H. (Eds.). (2012). *Universal design for learning in the classroom: Practical applications*. Guilford Press.
- Hanushek, E. A., & Woessmann, L. (2010). *The High Cost of Low Educational Performance: The Long-Run Economic Impact of Improving PISA Outcomes*. OECD Publishing, 2, rue Andre Pascal, F-75775 Paris Cedex 16, France.
- Kurniawati, F., De Boer, A. A., Minnaert, A. E. M. G., & Mangunsong, F. (2014). Characteristics of primary teacher training programmes on inclusion: a literature focus. *Educational Research*, 56(3), 310-326.
- Male, D. B. (2011). The impact of a professional development programme on teachers' attitudes towards inclusion. *Support for Learning*, 26(4), 182-186.
- Mantra, I. B. N. (2016). Promoting Primary School Teachers' Competence through Dynamic Interactive Workshop and Partnership. *Journal of College and University*. This is an open access article under the, 2455, 8028.
- Mulyasa, E. (2003). *Menjadi Kepala Sekolah Profesional: Dalam Konteks Menyukkseskan MBS dan KBK*. Remaja Rosdakarya.
- Owings, W. A., Kaplan, L. S., Nunnery, J., Marzano, R., Myran, S., & Blackburn, D. (2006). Teacher quality and troops to teachers: A national study with implications for principals. *NASSP Bulletin*, 90(2), 102-131.
- Rae, H., Mckenzie, K., & Murray, G. (2011). The impact of training on teacher knowledge about children with an intellectual disability. *Journal of Intellectual Disabilities*, 15(1), 21-30.
- Renshaw, T. L., Christensen, L., Marchant, M., & Anderson, T. (2008). Training elementary school general educators to implement function-based support. *Education and treatment of children*, 31(4), 495-521.
- Sanjaya, W. (2006). Strategi pembelajaran berorientasi standar proses pendidikan.
- Watkins, A. (2012). Teacher education for inclusion: Profile of inclusive teachers. *European Agency for Development in Special Needs Education*.
- Watkins, A., & Donnelly, V. (2014). Core values as the basis for teacher education for inclusion. *Global Education Review*, 1(1).

Biography of Author

Ida Bagus Nyoman Mantra, SH., S.Pd., M.Pd is a doctorate student in Linguistics in Udayana University, a lecturer in English Education Study Program in Mahasaraswati University of Denpasar. He is a lecturer of English language teaching methods, research methodology, curriculum and materials development and text book analysis and other related subjects.

Ida Bagus Nyoman Mantra, SH., S.Pd., M.Pd has carried out several studies in language education, oral tradition and human right laws. His study focus is on investigating micro and macro linguistics related to language learning. Recently he has extended his research on studying various matters related to Balinese oral tradition. His articles have been published in several national education and linguistics journals.